



YEAR ONE • YEAR ONE • YEAR ONE • YEAR ONE

Trainer Resource Guide

Direct Support Professional Training



California Department of Education

AND THE

Regional Occupational Centers and Programs

IN PARTNERSHIP WITH THE

Department of Developmental Services

UPDATED AUGUST 2011



Trainer Resource Guide, Year 1

Acknowledgements

The Department of Developmental Services (DDS) and the California Department of Education (CDE) would like to extend their appreciation to the many people and organizations throughout the state of California and across the nation who contributed their time and expertise to the initial development and revisions of the Direct Support Professional Training. Special thanks are extended to:

- ▶ The California Legislature for their leadership in establishing this Direct Support Professional (DSP) Training Program.
- ▶ The Department of Developmental Services Advisory Committee members, Curriculum Revision Workgroup members, and technical advisors who have provided essential individual and collective input into the development and revision of the core competencies, testing and training materials.
- ▶ The Direct Support Professionals for their dedication and invaluable input into the development and revision of the core competencies and training outcomes.
- ▶ Individuals with developmental disabilities and their family members for sharing insightful information about their needs and what is necessary to their quality of life.
- ▶ The dedicated staff at regional centers for their faithful support of the training development and revision process by sharing materials, ideas, concerns, and meticulously reviewing draft materials.
- ▶ The cadre of curriculum writers through whose collective genius and skills these materials were developed.
- ▶ The Department of Social Services Community Care Licensing Division for their tireless review of draft material and continuous technical support.
- ▶ The Department of Education's Regional Occupational Centers and Programs (ROCP) for their extraordinary commitment to implement this testing and training program.

Dedication

To everyone who is committed to improving the quality of life for individuals with developmental disabilities.



Trainer Resource Guide, Year 1

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Introduction to the Trainer Resource Guide

Dear Trainer,

Thank you for your commitment to preparing Direct Support Professionals (DSPs) to meet the challenges of the profession! As you know, your role is to teach common standards and preferred practices to a diverse group of people that provide support to individuals with developmental disabilities. To assist you in that role, we have prepared this Trainer Resource Guide. Following is some general information about, and tips for using the Guide. Remember that there is no better preparation for training than carefully reading each session prior to the training and planning how to incorporate key points into the lecture, discussion and activities based upon the preferences and needs of your students.

Trainer Resource Guide Format

The Trainer Resource Guide is presented in a side-by-side format (see example below). When the Trainer Resource Guide is open, the page on the left-hand side contains trainer instructions. Those pages are numbered T-1, T-2, T-3, etc. The page on the right-hand side is the Student Resource Guide. Those pages are numbered S-1, S-2, S-3, etc. Trainer and Student Resource Guide pages correspond to each other. For example, when the student is looking at page S-1, the trainer is looking at page T-1 on the left and S-1 on the right. That way, the trainer and student are always “on the same page,” so to speak!

The “trainer pages” will contain special instructions specific to the corresponding “student pages.” Special instructions include things like:

- materials you will need to have on hand for activities and skill checks
- when session outcomes are addressed in the text
- activity guidelines
- discussion guidelines
- when to show Power Point slides
- related regulations

Trainer Resource Guide: Introduction

About the Training

Note to trainer: Some information presented in the Introduction addresses one of the Session 1 learning outcomes and appears in the Session 1 Quiz.

Show Slide #1: Introduction as students are entering the classroom.

Show Slide #2: Getting to Know You

- Read the directions aloud.
- Have students introduce their partners.

Show Slide #3: Training Sessions

- Review the sequence and topics of sessions for year one.
- State law requires this training for all DSPs.
- Reasons for the training:
 - To help you do the best job you can in supporting individuals with developmental disabilities to have a better quality of life.
 - When you do the best job you're able to do, your professional life should be more rewarding, which should improve your quality of life.
- Enabling Legislation:
 - The requirement for the Community Care Facility Direct Care Staff Training (a.k.a. Direct Support Professional Training) was created by Assembly Bill (AB) 2780 enacted in 1998. AB 950, approved by the Governor in August, 2001, amends the Welfare and Institutions Code with the following:

SECTION 1. The Legislature finds and declares that in order to promote the health, safety, and well-being of persons with developmental disabilities who live in a licensed community care facility that receives regional center funding, it is necessary to devise and implement a training program, as specified in Section 4695.2, for direct care staff employed in those facilities to ensure that staff possess the knowledge, skills, and abilities to provide consistent and high quality services to meet consumer needs.
 - 4695.2. (a) Each direct care staff person employed in a licensed community care facility that receives regional center funding shall be required to satisfactorily complete two 35-hour competency-based training courses approved, after consultation with the Community Care Facility Direct Care Training Work Group, by the department or pass a department-approved competency test for each of the 35-hour training segments. Each direct care staff person to whom this subdivision applies shall demonstrate satisfactory completion of the competency-based training by passing a competency test applicable to that training segment.

About the Training

The DSP training is 70 hours of training which is designed to be completed over a two-year period, 35 hours in each year. Each 35-hour training consists of eleven 3-hour class sessions and one 2-hour final test session. In Year 1, you will learn about:

- The Direct Support Professional.
- The California developmental disabilities service system.
- The Individual Program Plan.
- Risk management: principles and incident reporting.

In Year 2, you will learn more about those topics, as well as:

- Making choices.
- Person-centered planning.
- Nutrition and exercise.
- Strategies for successful teaching.
- Life quality.

ACTIVITY

Getting to Know You

Directions: Pair up with someone in the class. Take turns asking each other the following questions. Write your partner's answers below.

What is your name?

.....

Where do you work?

.....

What are three positive words that describe how you feel about the work you do?

1
2
3

Common Elements

In addition to the special instructions, there are several elements that each of the 22 training sessions have in common:

Outcomes

- Each session begins with a set of outcomes, or things that the DSPs will know and be able to do when they finish the session. The outcomes are intended to relate closely to the daily demands of the profession. DSPs will practice and be tested on their mastery of each outcome on activities, quizzes, skill checks and the Test after Training. Please begin each session by reading the outcomes aloud.

Key Words

- Key words and their definitions are also listed at the beginning of each session. The key words will appear throughout the session and it is essential that DSPs are familiar with them.
- To assist students in learning the key words, please:
 - read key words and definitions aloud;
 - give students time to write down key word definitions in their own words, and;
 - point out and review the bolded key words when they appear in the Student Resource Guide.

What Do You Want To Know?

- In each session, there is an activity called “What Do You Want to Know?” Use this activity at the beginning of the session to determine:
 - what students already know about the topic, so that you can link new content to previous learning and existing knowledge,
 - what students want to know about the topic, so that you can link new content to student interests.

Use this activity at the end of the session to:

- facilitate review and;
- check for understanding of new content.

Scenarios

- In an effort to make complex concepts more real to the DSP, many sessions contain scenarios that reflect situations the DSP may encounter. These scenarios include individuals with developmental disabilities, administrators, DSPs and others. Scenarios may serve as a springboard for further discussion about key points.

Videos

- Like the scenarios, the videos used in the training serve as practical examples to demonstrate concepts. There are eight videos that will be used in the training and all are contained on the DSP Training DVD, Year 1:
 - DSP TV – Year One (All sessions except Session 7)
 - Looking at Life Quality (Session 1)
 - Regional Centers (Session 2)
 - The Five Rights for Assisting with the Self-Administration of Medication (Session 4)
 - Expressions of Wellness I (Session 6)
 - Handwashing and Gloving (Session 6)
 - Overcoming Obstacles to Dental Health (Session 7)
 - First Aid for Seizures (Session 8)

The DSP TV videos contain several short clips to illustrate the practical applications of concepts under discussion. Each clip will begin with a scene number and title, and end with discussion questions. Discussion questions and answers for each video clip can be found on the corresponding trainer instruction pages. Please feel free to pose your own discussion questions and use the videos in other areas of the training.

Activities

- There are several types of activities that you will facilitate throughout the training, including class discussions, role-plays and brainstorming sessions. Please begin each activity by referring DSPs to the correct page and reading the directions aloud. When practical, wrap up the activity with

a review of the correct answers, when applicable, and a clear statement of the purpose of the activity.

- Given that class sizes and characteristics differ, the activities have been designed so that they may be done individually, in pairs or small groups, or as a large group. Please determine how you would prefer to conduct each activity prior to every session.
- Some activities were designed to do as a modified jigsaw when time is limited and there is a lot of material to be covered. A jigsaw is an interactive way to teach and learn. Students are divided into small groups and assigned a part of the content to be covered. Groups are given time to read and discuss the material, and to develop a brief lesson for the rest of the class. The large class reconvenes and each group teaches “their” content.

Quizzes

- There will be 10 multiple-choice quiz questions at the end of each session. The questions reflect the outcomes stated at the beginning of the session. DSPs will record their answers on a copy of a Scantron® form that is included next to the questions in their Student Resource Guide. This will give DSPs an opportunity to become familiar with the Scantron® format prior to the graded Test after Training. You may decide to have the DSPs take the test individually or as a large class. Either way, please review the correct answers with the class.
- The Test after Training will consist of questions taken directly from the quizzes. Remind the students to write down the correct answers and use the quizzes as a study guide for the Test after Training.

Practice and Share

- At the end of each session, DSPs will be asked to **practice** a concept learned in the session in the course of their work, and then **share** the results with the class at the beginning of the next session. At the end of the session, please read the Practice and Share directions aloud to the DSPs and make sure that they understand what they are being asked to do. At the beginning of the next session, before reading the

outcomes, review the Practice and Share activity.

Key Points

- Key points that should be emphasized in lecture and discussion are listed on the teacher pages under the same headings used in the Student Resource Guide. Please paraphrase these key points for the DSPs, and elaborate on them using information from the text. One strategy that you may use to get DSPs to internalize key concepts is to ask them to underline or highlight points that you consider to be of particular importance.

DSP Toolbox Icons

- DSPs need to draw upon a set of “tools,” or basic skills and knowledge, to help them successfully meet the daily challenges of their job. The tools in the “DSP Toolbox” are: Ethics, Observation, Communication, Decision making, and Documentation. Icons are used throughout the Student Resource Guide to illustrate when a particular tool should be used. When you see the following icons, please remind the DSPs to be prepared to use that tool.



Ethics



Observation



Communication



Decision making



Documentation

Power Point Slides

- Power Point slides correspond to key points and activities in the sessions. Please familiarize yourself with the slides prior to each session. The Power Point presentations are provided on the DSP Training DVD, Year 1. You will need a computer

with PowerPoint software and an LCD projector to show the slides.

Skill Checks

- Skill checks are opportunities for you to observe DSPs demonstrating critical skills. The two skill checks in the first year of training are (1) assisting with the self-administration of medication, and (2) gloving procedures. The skill check for assisting with the self-administration of medication is repeated in the second year of training. ***DSPs must pass all skill checks in order to pass the training.*** Detailed guidelines

for practicing and certifying passage of skill checks are included in special instructions in *Sessions 4: Medication Management, Part I*, and *Session 6: Maintaining the Best Possible Health*, in Year 1, and *Session 3: Medication Management*, in Year 2.

Test after Training

- The final test after the training consists of 36 multiple-choice questions. DSPs answers will be recorded on a Scantron® form. Please see the DSPT ROCP Procedure Manual for information about ordering, storing and processing the Test After Training.

Tips for Training English Language Learners

Some of the DSPs in your classes may not be native English speakers. In addition, those students are probably at varying levels of proficiency in the language. The following tips¹ may be helpful in planning instruction for English Learners:

Foster a safe classroom environment. One way to do this is to begin the training by brainstorming class ground rules, such as:

- Everything shared in the class will be kept confidential;
- Listen and speak with respect;
- Everyone's opinions are valued;
- Speak personally, not for someone else, and be responsible for what you say; and
- All questions are good questions, etc.

Write the ground rules down on a flipchart and tape the rules on the wall before each session as a reminder.

Use visuals to support your instruction. Use gestures, facial expressions, and pictures to make words and concepts clear.

Model tasks before asking the students to do them. Begin activities and quizzes by working

through an example as a large group.

Watch both your “trainer talk” and your writing. Trainer talk refers to the directions, explanations, and general comments and conversations that a trainer may engage in within the classroom. Keep trainer talk simple and clear. Use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letters with space between letters and words, and do not overload the chalkboard or flipchart with too much or disorganized text.

Give students sufficient time to give responses and complete activities. Some people take longer to process information than others. As a general rule, wait approximately 10 seconds before repeating a question. Also, check in with students during activities to determine how much time they will need to complete them.

¹ Cunningham Florez, MaryAnn and Burt, Miriam. **Beginning to Work with Adult English Language Learners: Some Considerations.** National Center for ESL Literacy Education, October 2001.

Conclusion

Have fun and be creative! In many cases, you and the DSPs are participating in this training in addition to work and family obligations. Utilize discussion, activities, and videos to keep things interesting.



Trainer Resource Guide

Introduction



Trainer Resource Guide: Introduction

About the Training

Note to trainer: Some information presented in the Introduction addresses one of the Session 1 learning outcomes and appears in the Session 1 Quiz.

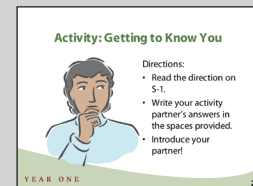
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- The Individual Program Plan.
- Risk management: principles and incident reporting.

- Maintaining the best possible health.
- Environmental safety.
- Dental health.
- Medication management.
- Communication.
- Positive behavior support.

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- Person-centered planning.
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Directions: Pair up with someone in the class. Take turns asking each other the following questions. Write your partner's answers below.

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Where do you work?

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What are three positive words that describe how you feel about the work you do?

1

.....

2

.....

3

.....

Trainer Resource Guide: Introduction

Key Words

Show Slide #4: Individuals with Developmental Disabilities = Individuals

- Read example about the key word “individual” and discuss.

Homework

- Acknowledge students’ busy and difficult schedules. There will be no extra written assignments, just opportunities to practice skills learned in the training in their workplace.
- For example, at the end of Session 1, students will be asked to think of a time when they helped add to the quality of life of individuals they support. They will begin Session 2 by sharing their thoughts.

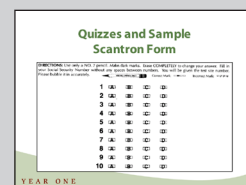
Quizzes

Show Slide #5: Quizzes and Sample Scantron Form

- Refer to the slide:
 - Explain that each quiz has 10 questions.
 - Define “multiple choice.” Each question has four possible answers - A, B, C, or D. There is only one correct answer.
 - Explain how to fill out a Scantron form by:
 - Finding and circling the correct answer under each question in the quiz, and then
 - Finding and filling in A, B, C, or D after the number for each question on the Scantron form.
 - Explain that Scantron forms will be used for the Test After Training. Quizzes are an opportunity to practice using the form.
 - Encourage students to use their corrected quizzes as a study guide for the Test After Training. All test questions will be drawn directly from the quizzes.

Skill Checks

- Read Skill Check paragraph aloud.
- Assure the students that they will have plenty of practice in class before doing the Skill Checks.



Key Words

Each session will begin with a list of “Key Words:” words that are used often in the session and in the work of a DSP. For example, in the very first session of the training series, the word **individual** is defined as “How this training refers to individuals with developmental disabilities. It will remind you to always treat each person you support as an individual with unique interests, abilities, preferences, and needs.”

You may hear the words “consumers” or “clients” or some other word used when referring to the individuals you support. However, throughout this training, individuals with developmental disabilities will be referred to as “individuals.”

Homework

There will be no written homework in this training. However, you will be asked to practice new skills in the course of your daily work. You will share your experiences with the class at the beginning of each session.

Quizzes

At the end of each session, you will have a short quiz. The quiz questions are multiple choice. You will enter your answers on a Scantron form. We will review the answers together in class.

Skill Checks

Skill checks are opportunities for your trainer to observe you demonstrating new and important skills. The following are two skill checks in the first year of training:

- ▶ Assisting with the self-administration of medication.
- ▶ Gloving procedures.

In Year 2, you will repeat the skill check for assisting with the self-administration of medication because it is a very important skill. You must pass each skill check to pass the training.

Test After Training

The Test After Training consists of 36 multiple choice questions and is also on a Scantron form. The questions on the final test will be drawn directly from the quizzes.

Trainer Resource Guide: Introduction

Word of Caution

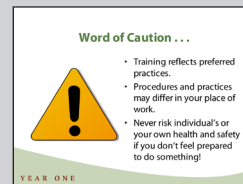
Show Slide #6: Word of Caution

This training reflects preferred practices. Some of these practices may differ from practices in the facilities in which the students work. Those types of dilemmas will be explored throughout the training.

- DSPs should never risk individuals' or their own health and safety if they do not feel prepared to do something. It is always okay to ask for help.

DSP Training for a Better Quality of Life

- Review the purpose of the training.
- "Quality of Life" will be discussed further in Session 1.



Word of Caution

Before we start the training, it is important to note that this training does not replace the professional advice of doctors, lawyers, and other experts. This training is based upon what are widely considered to be preferred practice of the field. However, policies and procedures differ from facility to facility, you will be expected to learn your facility's particular policies and

procedures.

It is possible that some practices in your facility may differ from preferred practices that you learn in this training. What should you do? These types of ethical considerations will be explored throughout the training. Start by talking to the administrator of the home where you work about these differences and the best course of action. However, never risk your health and safety, or that of an individual, to do something for which you feel un-

DSP Training for a Better Quality of Life

The purpose of the DSP training is to build your skills to promote the health, safety, and well-being of individuals with developmental disabilities, which will lead to a better quality of life for them. Promoting a better quality of life for the individuals with disabilities who you support will likely lead to a more rewarding professional life for you!

So what does “quality of life” mean? It means different things to different people. Generally, people experience a good quality of life when they:

- ▶ Are able to make choices in their lives, and their choices are encouraged, supported, and respected.

- ▶ Have close, supportive relationships with friends and family.
- ▶ Live in a home that is comfortable for them and with people who know and care about them.
- ▶ Participate in activities they find enjoyable.
- ▶ Have access to health care and have the best possible health.
- ▶ Feel and are safe.
- ▶ Are treated with dignity and respect.
- ▶ Are satisfied with their lives.

Trainer Resource Guide: Introduction

DSP Toolbox

- The information about the DSP Toolbox is related to an outcome in Session 1 and may appear on the Session 1 Quiz.

Outcome: Identify the “tools” in the DSP Toolbox: ethics, observation, communication, decision making and documentation.

Show Slide #7: DSP Toolbox

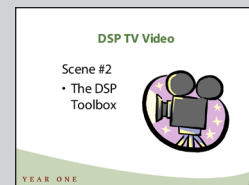
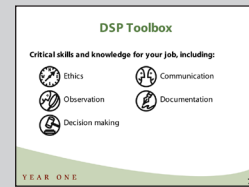
- Describe the tools that are in the DSP toolbox and introduce the icons. The icons will be used in the Student Resource Guide to indicate when a particular tool may be used.
 - Ethics:** A picture of a compass. A compass shows us the right direction to go in.
 - Observation:** A person looking into a magnifying glass. A magnifying glass helps us to see individuals and their environments up close and in great detail.
 - Communication:** Two people facing each other. This shows that communication takes at least two people and each must “give and take.”
 - Decision Making:** A gavel like a judge uses. The gavel is a symbol of the judgment that DSPs must use everyday to make all kinds of decisions.
 - Documentation:** A pen. When we write things down, they help to inform what we do in the future.

Show Slide #8: DSP TV video, Scene 2: The DSP Toolbox and click on the icon to show the video.

- Read and discuss questions at end of Scene 2.

Answers

- How did the DSP use Ethics?
The DSP used ethics by deferring to Jacob to answer the doctor’s questions, and waiting for signals from Jacob when Jacob needed help answering questions.
- How did the DSP use Communication?
He used communication to check in with Jacob at the end of the visit to see if he had any additional questions.
- How did Jacob feel?
Jacob may have felt supported, respected, prepared and in greater control of his own health care.



Whether you are working independently or with a team, you will need a set of “tools”—basic skills and knowledge—to help you successfully meet the daily challenges of your job. Just as a carpenter cannot do a job without a hammer and nails, a DSP cannot provide the best possible support to individuals without the DSP tools. Tools in the DSP Toolbox are:



Ethics: Make it possible for the DSP to make decisions based on a set of beliefs that guide behavior.



Observation: Makes it possible for the DSP to use their eyes and ears to notice things that could affect an individual's health and well-being.



Communication: Makes it possible for the DSP to give and receive information in a variety of ways.



Decision making: Makes it possible for the DSP to choose the best course of action with the information at hand.



Documentation: Makes it possible for the DSP to create a written record of important information about individuals and events.

Many situations in your work call for using several tools at the same time. For example, if an individual is sick, you might use every tool in the DSP Toolbox:

- ▶ **Ethics** to guide you in promoting the individual's physical well-being by ensuring they receive timely medical treatment with dignity and respect.
- ▶ **Observation** to identify changes that may be signs and symptoms of illness. You might *see* the individual rubbing her stomach, *feel* her skin is cold and clammy, or *hear* her moaning and saying “my stomach hurts.”
- ▶ **Communication** to ask questions about someone's pain such as, “How long has it hurt you?” Communication also means listening and understanding an individual's response.
- ▶ **Decision making** to choose how to respond to the individual's illness based on what you have observed and what has been communicated. For example, “Do I need to call the doctor or take her directly to the emergency room?”
- ▶ **Documentation** to record information about the illness in the individual's daily log and on an information sheet to bring to the doctor's appointment.

Trainer Resource Guide: Introduction

Ethics

Show Slide #9: Ethics

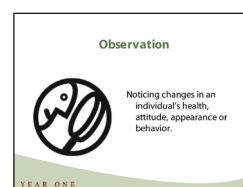
- Read the definition of “Ethics” aloud.
- Read the first of nine ethics, Advocacy, from the NADSP Code of Ethics to the students.
- Ask students to think back to the video about the doctor visit. Ask the students to say how the DSP in the video demonstrated the first ethic. For example, *the DSP advocated for Jacob by assisting Jacob to fully participate in the doctor’s visit.*
- If time allows, repeat this process for each of the remaining eight ethics in the NADSP Code of Ethics or choose a few of the ethics to highlight.
- Use the discussion of Ethics to discuss diversity.
 - Refer them to the compass icon at the top of S-13: “Ethics are influenced by a variety of factors, including culture....”
 - Culture is the beliefs, customs, and practices of a particular group. For example, people from different cultures may celebrate special holidays or eat unique foods.
 - Ask students to discuss something special about their culture (e.g., holidays, foods, beliefs).
 - Reinforce how important culture is to people.
 - Individuals with developmental disabilities have different cultural beliefs, customs and practices too. The Code of Ethics says that DSPs should not let their own cultural beliefs, customs and practices get in the way of celebrating and respecting individuals’ cultures.



Observation

Show Slide #10: Observation

- Read the definition of “Observation” aloud.
- Summarize the bullets about Observation.
- Ask students to think back to the video about the doctor visit and imagine what observation could have led the DSP to bring Jacob to the doctor. For example: *The DSP heard Jacob coughing, he saw that Jacob was very tired, and he heard Jacob complaining of a sore throat.*
- Emphasize that the DSP was likely using his senses to observe changes in Jacob’s health and daily routine.



Communication

Show Slide #11: Communication

- Read the definition of “Communication” aloud.
- Summarize the bullets about Communication.
- Ask students to think back to the video about the doctor visit and describe how the DSP effectively used Communication in the video. For example, *the DSP was respectful of Jacob by reading his behavior to determine when Jacob needed help answering a question. He also asked the doctor questions to make sure he understood everything about the medication being prescribed.*



DSP Toolbox: Additional Information

Ethics



Ethics are rules about how people think they and others should behave. People's ethics are influenced by a variety of factors including culture, education, and the law.

The National Alliance of Direct Support Professionals (NADSP) recognized that DSPs encounter situations that require ethical decision making everyday. NADSP developed a code of Ethics to help DSPs make professional, ethical decisions that benefit the individuals they support. Following is a condensed version of the NADSP Code of Ethics. (For the entire Code of Ethics, see Appendix Introduction-A.)

1. **Advocacy:** As a DSP, I will work with the individuals I support to fight for fairness and full participation in their communities.
2. **Person-Centered Supports:** As a DSP, my first loyalty is to the individual I support. Everything I do in my job will reflect this loyalty.
3. **Promoting Physical and Emotional Well-Being:** As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of individuals receiving support while being attentive and energetic in reducing their risk of harm.
4. **Integrity and Responsibility:** As a DSP, I will support the mission of my profession to assist individuals to live the kind of life they choose. I will be a partner to the individuals I support.
5. **Confidentiality:** As a DSP, I will protect and respect the confidentiality and privacy of the individuals I support.
6. **Fairness:** As a DSP, I will promote and practice fairness and equity for the individuals I support. I will promote the rights and responsibilities of the

individuals I support.

7. **Respect:** As a DSP, I will keep in mind the dignity of the individuals I support and help others recognize their value.
8. **Relationships:** As a DSP, I will assist the individuals I support to develop and maintain relationships.
9. **Self-Determination:** As a DSP, I will assist the individuals I support to direct the course of their own lives.

It is expected that DSPs will use this professional Code of Ethics when faced with difficult decisions, even if these ethics differ from their own.

Observation



Observation is noticing changes in an individual's health, attitude, appearance, or behavior.

- Get to know the individual so you can tell when something changes.
- Use your senses of sight, hearing, touch, and smell to observe signs or changes.
- Get to know the individual's environment and look for things that may impact the safety and well being of the individual and others.

Communication



Communication is understanding and being understood.

- Listen carefully to what is being communicated through words and behavior.
- Repeat back what was communicated to confirm understanding.
- Ask questions to gain a more complete understanding.
- Be respectful.

Trainer Resource Guide: Introduction

DSP Toolbox: Additional Information

Decision making

Show Slide #12: Decision Making

- Read the definition of “Decision making” aloud.
- Summarize the bullets about Decision making.
- Ask students to think back to the video about the doctor visit and imagine how the DSP made a decision about what to do when he observed that Jacob was sick.
- The DSPs choices were to
 - Do nothing
 - Take Jacob to the doctor
 - Call an ambulance
- Ask the students what the consequences are of each choice. For example, *if nothing is done, Jacob could get sicker. If Jacob goes to the doctor, the doctor can examine him and prescribe medication if necessary.*

If an ambulance is called, Jacob may have to wait in the Emergency Room for many hours since his condition does not appear to be life threatening.

- Ask the students which choice is the best one now that they have considered the consequences of those choices: *take Jacob to the doctor.*

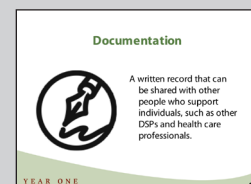
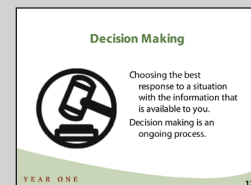
Documentation

Show Slide #13: Documentation

- Read the definition of “Documentation” aloud.
- Summarize the bullets about Documentation.
- Ask students to imagine that they are the DSP in the video about the doctor visit.
- Then ask a few students to share one thing that they would write in the staff log about what happened at the doctor’s visit. For example, *the reason for the appointment, the date of the appointment, the doctor whom the appointment was with, the result of the appointment (i.e., the diagnosis and the medication prescribed).*
- Look for answers that reflect the bullets about Documentation.

Let’s Get Started...

- Before transitioning to Session 1, check to see if the students may have questions.



DSP Toolbox: Additional Information

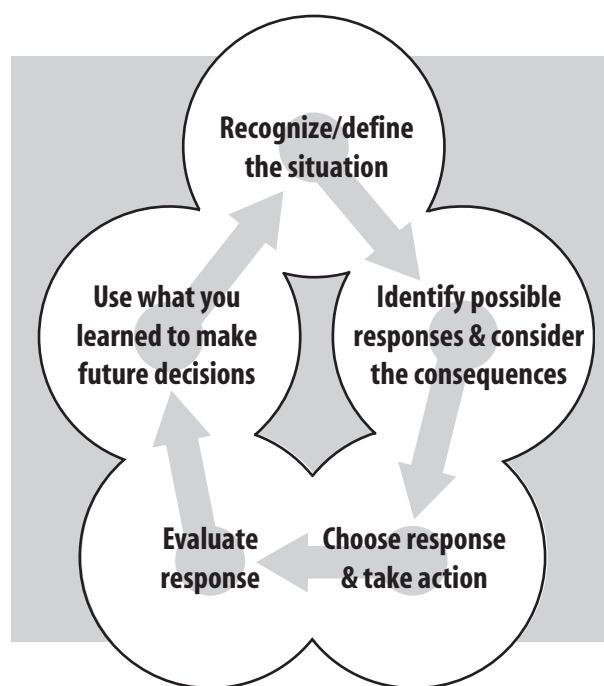
Decision making



Decision making is choosing the best response to a situation with the information that is available to you. Decision making is an ongoing process.

- ▶ Recognize/define the situation.
- ▶ Identify possible responses and consider the consequences.
- ▶ Choose a response and take action.
- ▶ Evaluate how your response worked. Were the consequences positive? If not, what could have made it work better?
- ▶ Use what you learned to make decisions in the future.

DECISION MAKING LOOP



Documentation



Documentation is a written record that can be shared with other people who support individuals, such as other DSPs and health care professionals.

- ▶ The DSP is required to keep consumer notes for the following important, non-routine events in an individual's life: medical and dental visits, illness/injury, special incidents, community outings, overnight visits away from the home, and communications with the individual's physician.
- ▶ Do not document personal opinions, just the facts (for example, who, what, when, and where).
- ▶ Be specific when describing behaviors.
- ▶ Record what the individual actually said or describe non-verbal attempts to communicate.
- ▶ Describe the event from beginning to end.
- ▶ Be brief.
- ▶ Use ink.
- ▶ Do not use White Out® to correct mistakes. Cross out the error and put your initials next to it.
- ▶ Sign or initial and date.

Let's Get Started...

As we said earlier, the purpose of the DSP training is to build your skills to promote the health, safety, and well-being of individuals with developmental disabilities, which will lead to a better quality of life for those individuals. Session 1 will begin with a deeper discussion of Quality of Life.



Appendices



Appendix Introduction-A

National Alliance of Direct Support Professionals CODE OF ETHICS

Advocacy

As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Interpretive Statements

As a DSP, I will –

- ▶ Support individuals to speak for themselves in all matters where my assistance is needed.
- ▶ Represent the best interests of people who cannot speak for themselves by finding alternative ways of understanding their needs, including gathering information from others who represent their best interests.
- ▶ Advocate for laws, policies, and supports that promote justice and inclusion for people with disabilities and other groups that have been disempowered.
- ▶ Promote human, legal, and civil rights of all people and assist others to understand these rights.
- ▶ Recognize that those who victimize people with disabilities either criminally or civilly must be held accountable for their actions.
- ▶ Find additional advocacy services when those that I provide are not sufficient.
- ▶ Consult with people I trust when I am unsure of the appropriate course of action in my advocacy efforts.

Person-Centered Supports

As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

Interpretive Statements

As a DSP, I will –

- ▶ Recognize that each person must direct his or her own life and support and that the unique social network, circumstances, personality, preferences, needs and gifts of each person I support must be the primary guide for the selection, structure, and use of supports for that individual.
- ▶ Commit to person-centered supports as best practice.
- ▶ Provide advocacy when the needs of the system override those of the individual(s) I support, or when individual preferences, needs, or gifts are neglected for other reasons.
- ▶ Honor the personality, preferences, culture, and gifts of people who cannot speak by seeking other ways of understanding them.
- ▶ Focus first on the person and understand that my role in direct support requires flexibility, creativity, and commitment.

Promoting Physical and Emotional Well-Being

As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the individuals receiving support. I will encourage growth and recognize the autonomy of the individuals receiving support while being attentive and energetic in reducing their risk of harm.

Interpretive Statements

As a DSP, I will –

- ▶ Develop a relationship with the people I support that is respectful, based on mutual trust, and that maintains professional boundaries.
- ▶ Assist the individuals I support to understand their options and the possible consequences of these options as they relate to their physical health and emotional well-being.
- ▶ Promote and protect the health, safety, and emotional well-being of an individual by assisting the person in preventing illness and avoiding unsafe activities. I will work with the individual and his or her support network to identify areas of risk and to create safeguards specific to these concerns.
- ▶ Know and respect the values of the people I support and facilitate their expression of choices related to those values.
- ▶ Challenge others, including support team members (for example, doctors, nurses, therapists, co-workers, or family members) to recognize and support the rights of individuals to make informed decisions even when these decisions involve personal risk.
- ▶ Be vigilant in identifying, discussing with others, and reporting any situation in which the individuals I support are at risk of abuse, neglect, exploitation, or harm.

- ▶ Consistently address challenging behaviors proactively, respectfully, and by avoiding the use of aversive or deprivation intervention techniques. If these techniques are included in an approved support plan I will work diligently to find alternatives and will advocate for the eventual elimination of these techniques from the person's plan.

Integrity and Responsibility

As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

Interpretive Statements

As a DSP, I will –

- ▶ Be conscious of my own values and how they influence my professional decisions.
- ▶ Maintain competency in my profession through learning and ongoing communication with others.
- ▶ Assume responsibility and accountability for my decisions and actions.
- ▶ Actively seek advice and guidance on ethical issues from others as needed when making decisions.
- ▶ Recognize the importance of modeling valued behaviors to co-workers, persons receiving support, and the community-at-large.
- ▶ Practice responsible work habits.

Confidentiality

As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.

Interpretive Statements

As a DSP, I will –

- ▶ Seek information directly from those I support regarding their wishes in how, when, and with whom privileged information should be shared.
- ▶ Seek out a qualified individual who can help me clarify situations where the correct course of action is not clear.
- ▶ Recognize that confidentiality agreements with individuals are subject to state and agency regulations.
- ▶ Recognize that confidentiality agreements with individuals should be broken if there is imminent harm to others or to the person I support.

Justice, Fairness, and Equity

As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community as a whole. I will affirm the human rights, civil rights, and responsibilities of the people I support.

Interpretive Statements

As a DSP, I will –

- ▶ Help the people I support use the opportunities and the resources of the community available to everyone.
- ▶ Help the individuals I support understand and express their rights and responsibilities.
- ▶ Understand the guardianship or other legal representation of individuals I support, and work in partnership with legal representatives to assure that the individual's preferences and interests are honored.

Respect

As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand their value.

Interpretive Statements

As a DSP, I will –

- ▶ Seek to understand the individuals I support today in the context of their personal history, their social and family networks, and their hopes and dreams for the future.
- ▶ Honor the choices and preferences of the people I support.
- ▶ Protect the privacy of the people I support.
- ▶ Uphold the human rights of the people I support.
- ▶ Interact with the people I support in a respectful manner.
- ▶ Recognize and respect the cultural context (such as, religion, sexual orientation, ethnicity, socioeconomic class) of the person supported and his or her social network.
- ▶ Provide opportunities and supports that help the individuals I support be viewed with respect and as integral members of their communities.

Relationships

As a DSP, I will assist the people I support to develop and maintain relationships.

Interpretive Statements

As a DSP, I will –

- ▶ Advocate for the people I support when they do not have access to opportunities and education to facilitate building and maintaining relationships.
- ▶ Assure that people have the opportunity to make informed choices in safely expressing their sexuality.
- ▶ Recognize the importance of relationships and proactively facilitate relationships between the people I support, their family, and friends.
- ▶ Separate my own personal beliefs and expectations regarding relationships (including sexual relationships) from those desired by the people I support based on their personal preferences. If I am unable to separate my own beliefs /preferences in a given situation, I will actively remove myself from the situation.
- ▶ Refrain from expressing negative views, harsh judgments, and stereotyping of people close to the individuals I support.

Self-Determination

As a DSP, I will assist the people I support to direct the course of their own lives.

Interpretive Statements

As a DSP, I will –

- ▶ Work in partnership with others to support individuals leading self-directed lives.
- ▶ Honor the individual's right to assume risk in an informed manner.
- ▶ Recognize that each individual has potential for lifelong learning and growth.